



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

## **GRADE 5: The United States—The Founding of the Republic**

### **Subject/Course 0470 Level 5**

Students in Grade 5 study the United States, focusing on the influence of physical and cultural characteristics on national origins, growth, and development up to 1800 through a formal exploration of United States history, geography, economics, government, current events, and cultural heritage. Emphasis should be placed upon study of Native American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic and the beginnings of the United States. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.

Through active learning experiences at the fifth grade level, students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Most fifth grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, biography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences. Fifth graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis is placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology and electronic and print media. Additional skills to be taught include: (1) analyzing maps, globes, and graphic organizers; (2) creating and interpreting charts and graphs; (3) Identifying relationships; (4) debating issues; (5) posing alternative actions; and (6) developing thinking and independent study skills.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 5 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

### **Standard 1 — History**

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

### **Standard 2 — Civics and Government**

Students identify main components and characteristics of the United States government. They identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

### **Standard 3 — Geography**



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Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

#### **Standard 4 — Economics**

Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future

#### **Standard 1 History**

*Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.*

<b>Indiana Academic Standards</b>	<b>Content Connector</b>
<b>5.1.1:</b> Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	<b>5.1.1.a.1:</b> Identify groups of people who settled in North America prior to contact with Europeans.
<b>5.1.2:</b> Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.	<b>5.1.2.a.1:</b> Examine how early European exploration of North America began on the east coast and expanded west.
<b>5.1.3:</b> Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.	
<b>5.1.4:</b> Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.	
<b>5.1.5:</b> Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.	<b>5.1.5.a.1:</b> Understand that groups of people settled together and formed colonies in order to meet their needs.
<b>5.1.6:</b> Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	<b>5.1.6.a.1:</b> Identify that cooperation and conflict existed between Native American Indians and colonists.
<b>5.1.7:</b> Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.	<b>5.1.7.a.1:</b> Identify that there were 13 original colonies ruled by the British.
<b>5.1.8:</b> Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	
<b>5.1.9:</b> Understand how political, religious, and economic ideas brought about the American Revolution	<b>5.1.9.a.1:</b> Understand that Colonists fought the American Revolution against the British and won independence.
<b>5.1.10:</b> Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	<b>5.1.10.a.1:</b> Identify that the Declaration of Independence lists the reasons the colonists wanted independence.
<b>5.1.11:</b> Identify major British and American leaders of the American Revolutionary War and describe their	<b>5.1.11.a.1:</b> Identify one major British leader (King George III) and one major American leader (George



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Indiana Academic Standards	Content Connector
significance in key events of the war.	Washington) of the American Revolutionary War.
<b>5.1.12:</b> Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution	
<b>5.1.13:</b> Identify contributions of women and minorities during the American Revolution.	<b>5.1.13.a.1:</b> Identify contributions of women and minorities during the American Revolution.
<b>5.1.14:</b> Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.	<b>5.1.14.a.1:</b> Identify that winning the American Revolution resulted in independence for the United States.
<b>5.1.15:</b> Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.	<b>5.1.15.a.1:</b> Identify that American rights are outlined in the United States Constitution.
<b>5.1.16:</b> Describe the origins and drafting of the Bill of Rights, ratified in 1791.	<b>5.1.16.a.1:</b> Identify the Bills of Rights as the first 10 amendments to the US Constitution.
<b>5.1.17:</b> Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.	
<b>5.1.18:</b> Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.	<b>5.1.18.a.1:</b> Interpret timelines showing events that occur in a sequence of time (first, next, and last).
<b>5.1.19:</b> Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events	<b>5.1.19.a.1:</b> Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.
<b>5.1.20:</b> Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.	<b>5.1.20.a.1:</b> Examine a historical account about an issue between 1610-1800.
<b>5.1.21:</b> Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	<b>5.1.21.a.1:</b> Examine a historical account about an issue of the Founding Era of the United States.
<b>5.1.22:</b> Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	<b>5.1.22.a.1:</b> Identify important types of early American traditional arts and crafts.

### Standard 2 Civics and Government

*Students identify main components and characteristics of the United States government. They identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.*

Indiana Academic Standards	Content Connector
<b>5.2.1:</b> Summarize the principles and purposes of	<b>5.2.1.a.1:</b> Identify the Preamble as the introduction to the



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Indiana Academic Standards	Content Connector
government as stated in the Preamble to the United States Constitution.	United States Constitution.
<b>5.2.2:</b> Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents. (*limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.)	<b>5.2.2.a.1:</b> Define limited government.  (*limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights.)
<b>5.2.3:</b> Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.	<b>5.2.3.a.1:</b> Give examples and explain how the British colonies in America developed government practices.
<b>5.2.4:</b> Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.	<b>5.2.4.a.1:</b> Identify and explain the type of government in the United States of America.
<b>5.2.5:</b> Describe and give examples of individual rights guaranteed by the Bill of Rights	<b>5.2.5.a.1:</b> Identify that individual rights are guaranteed by the Bill of Rights.
<b>5.2.6:</b> Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.	<b>5.2.6.a.1:</b> Describe that Americans vote for government leaders during elections.
<b>5.2.7:</b> Identify the three branches of the United States government and explain the functions of each	<b>5.2.7.a.1:</b> Identify the three branches of the United States government and explain the functions of each.
<b>5.2.8:</b> Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.	<b>5.2.8.a.1:</b> Describe that Americans have the responsibility to vote and participate in government.
<b>5.2.9:</b> Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	<b>5.2.9.a.1:</b> Explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
<b>5.2.10:</b> Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good. (*information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organization.)	<b>5.2.10.a.1:</b> Use a variety of information resources* to identify contemporary issues that involve civic responsibility, individual rights and the common good. (* information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organization.)

### Standard 3 Geography

*Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.*

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<b>5.3.1:</b> Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	<b>5.3.1.a.1:</b> Demonstrate that places can be precisely located where latitude and longitude lines intersect, and that location can be stated in terms of degrees.



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<b>5.3.2:</b> Identify and describe cultural and physical regions of the United States	<b>5.3.2.a.1:</b> Identify that there are different cultural and physical regions of the United States.
<b>5.3.3:</b> Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	<b>5.3.3.a.1:</b> Use a map to identify the United States, the state of Indiana and its capital.
<b>5.3.4:</b> Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.	<b>5.3.4.a.1:</b> Locate Native American Indian and colonial settlements on maps.
<b>5.3.5:</b> Locate the continental divide and the major drainage basins in the United States.	<b>5.3.5.a.1:</b> Locate the continental divide in the United States on a map.
<b>5.3.6:</b> Use maps to describe the characteristics of climate regions of the United States.	<b>5.3.6.a.1:</b> Identify that the United States is made up of different climate regions.
<b>5.3.7:</b> Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	<b>5.3.7.a.1:</b> Identify why it is important for community to have access to fresh water.
<b>5.3.8:</b> Explain how the Spanish, British and French colonists altered the character and use of land in early America.	<b>5.3.8.a.1:</b> Identify how people change the land to meet the needs of the individual or community.
<b>5.3.9:</b> Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	<b>5.3.9.a.1:</b> Summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
<b>5.3.10:</b> Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.	<b>5.3.10.a.1:</b> Explain the conflict over the use of land by Native American Indians and the European colonists using historical maps and other geographic representation/texts. *written, maps, graphs, timelines, etc.
<b>5.3.11:</b> Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.	<b>5.3.11.a.1:</b> Describe how people adapt to variations in the environment (changing housing, clothing, jobs, agricultural practices, etc.) in order to meet their needs.
<b>5.3.12:</b> Describe and analyze how specific physical features influenced historical events and movements.	<b>5.3.12.a.1:</b> Describe how specific physical features influenced historical events and movements.

**Standard 4 Economics**

*Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future*

Indiana Academic Standards	Content Connector
<b>5.4.1:</b> Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.	<b>5.4.1.a.1:</b> Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans.
<b>5.4.2:</b> Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics. (* market economy: An	<b>5.4.2.a.1:</b> Define market economy and give an example of how colonial and early Americans traded.





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economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.)	* market economy: An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.
<b>5.4.3:</b> Define types of trade barriers*. (* trade barriers: policies that hinder trade such as tariffs, quotas or embargos.)	<b>5.4.3.a.1:</b> List different types of trade barriers*. (* trade barriers: policies that hinder trade such as tariffs, quotas or embargos.)
<b>5.4.4:</b> Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	<b>5.4.4.a.1:</b> Describe that society is impacted when people invent and/or change goods.
<b>5.4.5:</b> Explain how education and training, specialization and investment in capital resources* increase productivity*. (* capital resources: goods, such as tools, buildings and equipment, used in production.) (*productivity: the amount of goods and services produced in a period of time divided by the productive resources used.)	<b>5.4.5.a.1:</b> Explain why it is important to have education and training to increase productivity. (*productivity: the amount of goods and services produced in a period of time divided by the productive resources used.)
<b>5.4.6:</b> Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	<b>5.4.6.a.1:</b> Explain why certain careers are more common in one region than in another.
<b>5.4.7:</b> Predict the effect of changes in supply* and demand* on price. (*supply: what producers are willing and able to sell at various prices) (*demand: what consumers are willing and able to buy at various prices)	<b>5.4.7.a.1:</b> Explain how supply and demand impact the buying and selling of different items. (*supply: what producers are willing and able to sell at various prices) (*demand: what consumers are willing and able to buy at various prices)
<b>5.4.8:</b> Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history. (* goods: tangible objects, such as food or toys, that can satisfy people's wants) (*services: actions that someone does for someone else, such as dental care or trash removal)	<b>5.4.8.a.1:</b> Compare and contrast how the prices of goods or services impact what people buy. * goods: tangible objects, such as food or toys, that can satisfy people's wants *services: actions that someone does for someone else, such as dental care or trash removal
<b>5.4.9:</b> Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	<b>5.4.9.a.1:</b> Classify different ways people plan how to save and spend their money.